

SELF-STUDY GUIDE FOR FLORIDA VPK PROVIDER IMPROVEMENT PLAN DEVELOPMENT



This publication and ancillary materials were prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0011 by Regional Educational Laboratory (REL) Southeast, administered by Florida State University. The content of the publication and ancillary materials does not necessarily re ect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.	
Photo Credits Photographic images used by the Regional Educational Laboratory Southeast at Florida State University on the indicated pages (cover, D, iv and vi) supplied by Thinkstock in compliance with Florida State University's annual license agreement.	

SELF-STUDY GUIDE FOR FLORIDA VPK PROVIDER IMPROVEMENT PLAN DEVELOPMENT

Developed by

Beth M. Phillips

Debbie Mazzeo

Kevin Smith

REL SOUTHEAST AT FLORIDA STATE UNIVERSITY

May 2016





Overview

This Self-Study Guide has been developed to support Florida Voluntary Prekindergarten Providers (VPK) who are required to complete an improvement plan process (i.e., low-performing providers). As described below, the guide has sections that can be used during both the process of selecting target areas for an improvement plan and the process of implementing new or modified activities within a target area.

The Guide includes nine sections. This introduction is Section 1. Sections 2-8 address each of the seven Target Areas that can be the focus of an Improvement Plan. Section 9 includes a summary form on which to indicate the decisions made after completion of discussions for each of Sections 2-8.

How to use this Self-Study Guide

This Guide has been designed to facilitate provider completion of a three-stage process once directed by the Office of Early Learning to complete an Improvement Plan. These three stages, and how the Guide can be used in each stage, are depicted in the table below:

Stage	Provider Activity	Product
Stage 1: Selecting Improvement Plan Target Areas	Engage in group discussions about each Guide Section and in determination of Target Areas	Completed Guide Sections and Summary
Stage 2: Completion, Submission and Approval of the Improvement Plan	Completion of official online Improvement Plan, follow-up interactions with Early Learning Coalition personnel as needed	Submitted and Approved Improvement Plan
Stage 3: Implementation of Improvement Practices for each selected Target Area	Initiate and complete the 4 Steps to Success within each selected Target Area	Evidence indicating the steps completed to date and evidence of improved outcomes within each Target Area

Who should participate in this process?

The most important aspect of this Guide is that it is designed to facilitate and encourage reflection and discussion among provider staff members. This Guide can support the development of common goals and consensus decision-making related to the areas of practice in which the providers recognize a need for improvement. This Guide also can support the development of consensus and shared responsibilities related to implementing new or modified activities over time. The key to successful use of this Guide is therefore its use by a group of staff members, rather than its completion by just one individual.

The determination of which staff members participate in each Stage should be made by provider leadership. We suggest that these leaders include representatives of both administrative and direct teaching staff in discussion of and implementation of all Stages, as most of the content and activities included within the Guide relates to classroom-based experiences for staff and children.

We encourage provider leaders to include in the Stage 1 discussions those staff members who would be most involved in Stage 3 implementation activities. Provider leaders may decide to include a different group of staff members in the discussion and decision-making processes for different target areas. Some providers also may find it helpful to involve personnel from their Early Learning Coalition in Stage 1 decision-making. Many providers will likely find Early Learning Coalition resources and support personnel to be helpful in successful completion of Stage 3 processes.

Getting started with the Guide: Stage 1

Provider staff members can choose to engage in Stage 1 discussion and decision-making for each of Sections 1-8 in a single meeting or in separate, more focused meetings. For both contexts, we suggest the following Action Steps:

- Select the staff members who will participate and set a date and time for the group discussion.
- Provide each participant with a copy of the relevant Section or Sections (for one or more Target Areas) to review and reflect upon before the scheduled meeting.
- When the meeting is convened, select a participant to take notes on the consensus copy of the Guide forms.
- After all seven target areas have been discussed complete the top portion of the Summary form.

Acting on your decisions: Stage 2

- Provider leaders can use the Summary form and the consensus copy of the Guide forms to complete their official Improvement Plan.
- Progress in the completion, submission and approval of this plan can be tracked on the bottom of the Summary form.

Carrying out your plans: Stage 3

Provider leaders can schedule ongoing meetings of the selected staff team members, and other appropriate personnel, for continuous review of progress toward selected goals for each Target Area. We suggest the following Action Steps:

- Select the staff members who will participate and set a date and time for the group discussion.
- Ask each participant to gather evidence of implementation success (aligned with the Four Steps to Success in the Target Area) before the meeting.
- During the meeting, share the evidence of implementation success each participant has identified and discuss the next steps the team will take to continue along the path to improvement within each Target Area.

Some special features of the Guide

Cited resources

Many educators have very limited or no access to academic publications such as peerreviewed journals. Because one of the goals of this Guide is to provide prekindergarten educators and administrators with resources and materials that support the evidence claims within the Guide, a particular commitment was made to select resources to include that are publically available. Therefore, virtually all mentioned resources are available at web-links provided within the Guide sections or within the References section at the end of the Guide. Many of these resources also are excellent sources of more detailed information on evidence-based practices and procedures, and could serve as the basis for professional development activities.

Broader use

Consistent with the goal of supporting ongoing professional development and continuous learning for Florida's VPK educators, this Guide would be an appropriate resource for all VPK providers, not only those required to complete Improvement Plans. All providers with a commitment to strengthening their own knowledge of evidence-based practices and to improving the quality of their programs will find the information and resources provided within the Guide to be helpful and supportive of these goals.



Contents

Target Areas	. 1
Administrative/Management	
Developmentally Appropriate Curricula	
Classroom Learning Environment	
Classroom Instructional Practices	
Social-Emotional Interactions	IC
Developmental Screenings and Assessments	13
Family Involvement	15
Summary of Self-Study Planning and Reflections 1	



Administrative/Management

lm	provement Plan selection quest	ions:		
1.		rategic plan that includes a needs assessment, plan	Yes	
	for services, goals, and strategies to ach	ieve goals?	No	
2.	employee satisfaction survey or questic	on how we are performing in this area? (e.g., Do we have connaire results?; Has the organizational climate been ass tion in professional development, or levels of education	sessed	l?;
3.	How interested are we in selecting adm Improvement Plan?	inistrative/management practices as a target area for o	ur	
•	•	•	-	►
No	ot at all	Somewhat Ver	y muc	:h
4.	If we decide to change our administrati in evaluating the program?	ve/management practices, how can we involve parents	and s	taff
w	here can we access relevant	Building knowledge of evidence-based practices		
m He	formation on administrative/ anagement practices? ead Start National Center on Program	 Evidence shows a positive relation between organiz climate and classroom quality (McCormick Center for Childhood Leadership, 2011). 		
ht sy M Le	anagement and Fiscal Operations tp://eclkc.ohs.acf.hhs.gov/hslc/tta- stem/operations cCormick Center for Early Childhood eadership	 The work environment; mentoring, coaching, and supervision; and resources to pursue professional development are predictors of quality in early care a education settings (National Survey of Early Care an Education Project Team, 2015). 		
<u>ht</u>	tp://cecl.nl.edu/	 There is a need for supportive work environments to can alleviate stressful working conditions for teached (Whitebook, Phillips, & Howes, 2014). 		
5.	Is this category being chosen for our Im	provement Plan?	Yes	
			No	
	If no, check all applicable reasons for th	is decision:		
	Recently changed administrative/mana	gement practices		П

Would like to, but do not have resources

We are happy with our current administrative/management practices

	If Yes, think about your Implementation	n Success Strategies:	
1.	. Who needs to be involved to change a	administrative/management prac	tices? (Do we need approvals?)
2.	2. What is our timeline for changing our	administrative/management prac	ctices?
3.	3. What resources will be allocated to thi	s process?	
Fo	our steps to success		
pro	examples of actions that can be taken to in procedures manuals, holding new staff ori ndividualized professional development p	entations and regularly schedule	
	Identify your four key steps in th	e process of changing administra	tive/management practices
	Steps	Evidence of progress	Evidence of success
1.	Steps		Evidence of success
2.	Steps .		Evidence of success
	Steps .		Evidence of success
2.	Steps		Evidence of success
 3. 4. 	Steps		Evidence of success
2. 3. 4.	Steps	Evidence of progress n Director Credential: Competence	
2. 3. 4. Ott ht	Steps 2. 3. Other resources Florida Child Care and Education Progran	n Director Credential: Competence 57.pdf#page=1	ies and Resource Bibliography

Developmentally Appropriate Curricula

lm	provement Plan selection questi	ions:		
1.	Is our program required to select a new	curriculum as part of our Improvement Plan?	Yes	
			No	
2.		n how we are performing in this area? (e.g., Is our curre oes it have evidence of efficacy?; Does it systematically		ort
3.	If we are not required to select a new cu	rriculum, how interested are we in making this change	?	
4	•	•		►
N	ot at all	Somewhat Ver	y muc	:h
4.	If we decide to change our curriculum, be personnel, and parents?	now will we achieve buy-in from administrators, teachir	ng	
W	/here can we access relevant	Building knowledge of evidence-based practices		
ir	formation on curricula?	• There is a distinction between curricula that have b	een	
	/hat Works Clearinghouse http://ies.ed.gov/ncee/wwc/	designed on research-based principles, and curricul with specific evidence of efficacy (Lonigan et al., 20		
	ead Start Early Childhood Learning	Preschool Curriculum Evaluation Research Consorti		
aı	nd Knowledge Center	2008).		
	ttps://eclkc.ohs.acf.hhs.gov/hslc/tta- /stem/teaching/practice/curricula	 See the What Works Clearinghouse for information which early childhood curricula have evidence of ef 		•
	orida Office of Early Learning: VPK	Curricula with evidence of efficacy share a common		
	pproved Curricula (2012) http://www.floridaearlylearning.com/	feature of including systematic and explicit instruct one or more learning domain (Sarama & Clements,		
р	roviders/provider_resources/vpk_	Implementation fidelity and quality of curricula and		
	urriculum.aspx	instructional strategies can be supported by aligned and practice-focused professional development, su		
R	orida Office of Early Learning: School eadiness Approved Curricula (2014)	coaching, mentoring, and peer-support activities (E		:
	ttp://www.floridaearlylearning.com/ roviders/provider_resources/school_	al., 2014).		
	eadiness curriculum.aspx			
5.	Is this category being chosen for our Im	provement Plan?	Yes	
			No	
	If no, check all applicable reasons for thi	s decision:		
	Recently changed curriculum			

Would like to, but do not have resources

We are happy with our current curriculum

	If Yes, think about your Implementation Success Strategies:
1.	Who needs to be involved to insure a successful curriculum selection and transition? (Do we need approvals?)
2.	What is our timeline for selecting a new curriculum? For implementing the new curriculum?
3.	What resources will be allocated to this process?
	ur steps to success
	mples of actions that can be taken to improve this area are: providing professional development curricula selection and implementation, establishing peer mentoring supports for fidelity of
	elementation, utilizing implementation checklists that accompany many curricula.
	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
im	elementation, utilizing implementation checklists that accompany many curricula.
	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
im	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2. 3.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2. 3. 4.	olementation, utilizing implementation checklists that accompany many curricula. Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity
1. 2. 3. 4. Ott	ldentify your four key steps in the process of selecting and implementing a new curriculum with fidelity Steps Evidence of progress Evidence of success
1. 2. 3. 4. Ott	Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity Steps Evidence of progress Evidence of success Evidence of success Her Resources Steps Letting and implementing a new curriculum with fidelity fidelity fidelity for the success fidelity fidel
1. 2. 3. 4. Ott • N ht • S Ea • Ye	her Resources stional Early Literacy Panel Report (2008) tp://familieslearning.org/NELP/pdf/NELP%20Report.pdf hanahan, T., & C. J. Lonigan, C. J. (2013). Literacy in Preschool and Kindergarten Children: The National

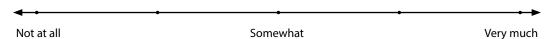
Yes \square

No

Classroom Learning Environment

Improvement Plan selection guestions:

- 1. Does our program provide a safe and healthful environment that provides appropriate, well-maintained, organized, and accessible indoor and outdoor physical environments?
- 2. What information do we already have on how we are performing in this area? (e.g., Does the learning environment, which includes facilities, equipment and materials, facilitate children's and staff's learning and development?)
- 3. How interested are we in making changes to our classroom learning environment?



4. If we decide to change our learning environment, how will we achieve buy-in from administrators, teaching personnel, and parents?

Where can we access relevant information on learning environments?

Childcare & Early Education Research Connections: Child Care Health & Safety A Key Topic Resource List http://www.researchconnections.org/ childcare/resour ces/21231/pdf

National Association for the Education of Young Children (NAEYC) Accreditation Standards and Criteria, 3.A. – Designing Enriched Learning Environments, 5.C. – Maintaining a Healthful Environment, 9.A. – Indoor and Outdoor Equipment, Materials, and Furnishings, 9.B., Outdoor Environmental Design, 9.C., Building and Physical Design, 9.D., Environmental Health http://www.naeyc.org/files/academy/

Health and Safety Checklist for Early Care and Education Programs to Assess Key National Health and Safety Standards

http://www.ncbi.nlm.nih.gov/pubmed/26210780

file/AllCriteriaDocument.pdf

- Research Connections conducted a comprehensive search of its collection for resources focused on child care health and safety. This Key Topic Resource List includes an overview and listing of selected resources from the literature.
- Review the criteria related to Learning Environments from the NAEYC Accreditation Standards and Criteria and learn more about the NAEYC Criteria Review Process through resources available at: http://www.naeyc.org/academy/primary/feedbackstandards.
- Learn about a project aimed at developing an observational Health and Safety Checklist to assess health and safety practices and conditions in early care and education (ECE) programs based on the qualitative and quantitative results of a pilot study (Alkon et al., 2015).
- Review the California Childcare Health Program Health and Safety Checklist which was developed by conducting a literature review, identifying a gold standard, revising and updating the original Checklist, consulting with an advisory group, and pilot testing the Checklist.
- Review a paper that explores there liability and validity evidence that is available for the ECERS-R Subscales 1)
 Space and Furnishings and 2) Personal Care Routines (Clifford et al., 2010).

5. Is this category being chosen for our Improvement Plan? Yes	fd h p E S a R h e C W a a h m	alifornia Health and Safety Checklist or Early Care and Education Programs ttp://www.ucsfchildcarehealth.org/dfs/Checklists/HS Checklist.pdf arly Childhood Environmental Rating cale – Revised, Subscales 1) Space and Furnishings and 2) Personal Care outines ttp://ers.fpg.unc.edu/sites/ers.fpg.unc.du/files/ReliabilityEcers.pdf ational Institute for Early Education esearch – Policy Brief - Building Early hildhood Facilities: //hat States Can Do to Create Supply and Promote Quality ttp://nieer.org/publications/policy-matters-policy-briefs/policy-brief-uilding-early-childhood-facilities-what	Review a policy brief from the NIEER that explores common facility issues and outlines strategies for policymakers to address early care and education faneeds (Sussman & Gillman, 2007).	acility	
If no, check all applicable reasons for this decision: Recently changed learning environment Would like to, but do not have resources We are happy with our current learning environment If Yes, think about your Implementation Success Strategies: 1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?	5.	Is this category being chosen for our Impr	rovement Plan?	Yes	
Recently changed learning environment Would like to, but do not have resources We are happy with our current learning environment If Yes, think about your Implementation Success Strategies: 1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?				No	
Would like to, but do not have resources We are happy with our current learning environment If Yes, think about your Implementation Success Strategies: 1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?		If no, check all applicable reasons for this	decision:		
We are happy with our current learning environment If Yes, think about your Implementation Success Strategies: 1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?		Recently changed learning environment			
If Yes, think about your Implementation Success Strategies: 1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?		Would like to, but do not have resources			
 Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?) What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment? 		We are happy with our current learning en	nvironment		
approvals?) 2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?		If Yes, think about your Implementation Se	uccess Strategies:		
our learning environment?	1.		ssful changes to the learning environment? (Do we n	eed	
our learning environment?	2.	What is our timeline for selecting changes	s to our learning environment? For implementing cha	anges 1	to
3. What resources will be allocated to this process?				. 500	
3. What resources will be allocated to this process?					
	3.	What resources will be allocated to this pr	rocess?		

Four steps to success

Examples of actions that can be taken to improve this area are: completing health and safety checklists, establishing effective room arrangement strategies, obtaining developmentally appropriate materials and equipment, and organized and accessible materials.

	Identify your four key steps in the process of selecting and implementing changes to your learning environment:		
	Steps	Evidence of progress	Evidence of success
1.			
2.			
3.			
4.			

Other Resources

- Florida Department of Education Health and Safety Checklists

 http://www.floridaearlylearning.com/providers/provider menu/health and safety checklists.aspx
- Early Childhood Environment Rating Scale (ECERS-R), references http://ers.fpg.unc.edu/e-selected-references-ecers
- Preschool Facilities: Are States Providing Adequate Guidance? http://eric.ed.gov/?id=EJ904676
- Training Teachers to Use Environmental Arrangement and Milieu Teaching with Nonvocal Preschool Children

http://eric.ed.gov/?id=EJ474363

Classroom Instructional Practices

Improvement Plan selection questions: 1. Does our program employ evidence-based instructional strategies? Yes No 2. What information do we already have on how we are performing in this area? (e.g., Are our lesson plans clearly incorporating instructional strategies aligned with the FELDS language, communication, and emergent literacy and cognitive development and general knowledge domains?; Are children's assessment results in these areas where we expect them to be?; For children with individualized educational support plans in place, are they supported in the classroom?; What is our average instructional support domain score, if using the CLASS?) 3. How interested are we in selecting instructional practices as a target area for our Improvement Plan? Not at all Somewhat Very much 4. If we decide to address our instructional practices, how will we involve administrators, teaching

Where can we access relevant information on instructional practices?

personnel, and parents in these changes?

What Works Clearinghouse http://ies.ed.gov/ncee/wwc/

Head Start Early Childhood Learning and Knowledge Center https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice

Doing What Works http://dwwlibrary.wested.org/

Synthesis of IES Research on Early Intervention and Early Childhood Education

https://ies.ed.gov/ncser/ pubs/20133001/pdf/20133001.pdf

- Consistent evidence supports that the quality of teacherchild interactions, particularly related to the quality of the scaffolding and opportunities to learn new content that are provided relate to student academic growth during the preschool period (Peisner-Feinberg et al., 2014, 2015; Zaslow et al., 2010).
- Clear evidence from numerous high quality studies supports the benefit of intentional and explicit instruction of both early literacy and early mathematics concepts for preschool age children (Lonigan, Schatschneider et al., 2008; Lonigan, Shanahan et al., 2008).
- Research supports the inclusion of both teacher-directed and child-directed learning opportunities during the preschool day; in particular, there is consistent evidence in support of small group instructional experiences for children (Diamond et al., 2013; Yoshigawa et al., 2013).

5.	Is this category being chosen for our Improvement Plan?	Yes	
		No	
	If no, check all applicable reasons for this decision:		
	Recently addressed instructional practices		
	Would like to, but do not have resources		
	We are happy with our current instructional practices		
	If Yes, think about your Implementation Success Strategies:		
1.	Who needs to be involved to insure a positive change in instructional practices? (Do we need app	provals	?)
2.	What is our timeline for addressing instructional practices?		
3.	What resources will be allocated to this process?		
Exa on im	our steps to success amples of actions that can be taken to improve this area are: conducting professional developme evidence- based instructional practices and strategies, providing peer mentoring for staff on plementation of evidence-based instructional practices, reviewing the alignment of our instructi actices with the FELDS learning standards to identify areas of strength and need for improvemen	ional	
р. с	Identify your four key steps in the process of addressing instructional practices		
	Steps Evidence of progress Evidence of suc	cess	
1.			
2.			
3.			
4.			
Ot	ther Resources		
	PK Learning Center Activities ttp://www.fcrr.org/for-educators/prek_cca.asp		
	PK Language and Vocabulary Teacher Toolkit ttp://www.flvpkonline.org/teachertoolkit/langVoc/index.htm		
	xplicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes. (201 ttp://explicitinstruction.org/download/sample-chapter.pdf	1)	

Social-Emotional Interactions

Improvement Plan selection questions: 1. Does our program have a positive behavior support system in place? Yes No 2. What information do we already have on how we are performing in this area? (e.g., Are social-emotional competencies incorporated into teachers' regular lesson plans?; Are children's assessment results in this area where we expect them to be?; For children with behavioral support plans in place, are they working?; What is our average Emotional Support domain score, if using the CLASS?) 3. How interested are we in selecting social-emotional interactions as a target area for our Improvement Plan? Not at all Somewhat Very much 4. If we decide to address our social-emotional interactions, how will we inform administrators, teaching personnel, and parents about its importance?

Where can we access relevant information on social-emotional interactions?

Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/

Positive Behavioral Interventions and Supports

https://www.pbis.org/community/ early-childhood/child-care-pre-k

Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers

http://www.gtlcenter.org/sites/default/ files/SelfAssessmentSEL.pdf

Technical Assistance Center on Social **Emotional Intervention for Young** Children

www.challengingbehavior.org

What Works Clearinghouse: Student **Behavior**

http://ies.ed.gov/ncee/wwc/Topic. aspx?sid=15

- Components of school climate that promote socialemotional learning include engagement, safety, and environments supportive of autonomy, competence, and connectedness (Yoder, 2014).
- There is evidence to support that modifying the classroom learning environment can decrease problem behaviors (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008).
- Evidence suggests the use of school-wide positive behavior support systems (based on prevention, multitiered support, and data-based decision-making) in addressing and preventing problem behaviors (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; American Academy of Pediatrics, 2013).
- Students in grades K-12 who receive instruction in socialemotional competencies not only display more positive social behaviors, but also increased academic achievement (Durlak et al., 2011; Yoder, 2014).
- · Social skills training through modeling, role-playing, and providing specific instruction on social skills (including communication, problem solving, decision making, self-management, and peer relations) show positive effects for young children with disabilities (What Works Clearinghouse, 2013).

5.	Is this category being chosen for our Improvement Plan?	Yes No	
	If no, check all applicable reasons for this decision:	INO	
	Recently addressed social-emotional interactions		
	Would like to, but do not have resources		_
	We are happy with our current social-emotional interactions		_
	If Yes, think about your Implementation Success Strategies:		_
1.	Who needs to be involved to insure a positive change in social-emotional interactions? (Do we approvals?)	need	
2.	What is our timeline for addressing social-emotional interactions?		
3.	What resources will be allocated to this process?		
Fo	ur steps to success		
pro sta	amples of actions that can be taken to improve this area are: providing new staff orientation ar ofessional development on supportive adult-child relationships, creating a peer-mentoring sys ff members with ongoing feedback and support, and developing and implementing a prograr tem of behavioral supports for children.	tem for	ing
	Identify your four key steps in the process of addressing social-emotional interaction	ns	
	Steps Evidence of progress Evidence of st	ıccess	
1.			
2.			
3.			
4.			

Other Resources

- 2013 CASEL Guide: Effective Social and Emotional Learning Programs Preschool and Elementary School Edition http://www.casel.org/preschool-and-elementary-edition-casel-guide
- Classroom Assessment Scoring System (CLASS) Pre-K: Emotional Support Domain $\underline{http://teachstone.com/classroom-assessment-scoring-system/age-levels/age-levels-pre-k/}$
- Head Start Social & Emotional Development Support Materials http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/se_dev.html
- · Compendium of preschool through elementary school social-emotional learning and associated assessment measures

 $\underline{http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/527815bbe4b057bbfd8adb2e/13836}$ $\underline{01595064/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-preschool-social-emotional-emotio$ associated-assessment-measures.pdf

Developmental Screenings and Assessments

Improvement Plan selection questions: 1. Does our program have a comprehensive assessment system in place? Yes No 2. What information do we already have on how we are performing in this area? (e.g., Are we completing all three or just two of the VPK assessments during the school year?; Are children's assessment results on these measures area where we expect them to be?; How are we incorporating the results of the VPK Assessment and other measures into our instructional lesson planning?; What steps are we currently taking to identify children who may benefit from a comprehensive developmental assessment from an early intervention professional?) 3. How interested are we in selecting screenings and assessments as a target area for our Improvement Plan? Not at all Somewhat Very much

If we decide to address our screening and assessment procedures, how will we involve administrators, teaching personnel, & parents in this process and share results with these groups?

Where can we access relevant information on screening and assessments?

Understanding and Choosing Assessments and Developmental Screeners for Young Children Ages 3-5 http://www.acf.hhs.gov/sites/default/ files/assets/screeners final.pdf

Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five http://www.acf.hhs.gov/sites/default/ files/opre/compendium 2013 508 compliant final 2 5 2014.pdf

Assessment of Preschool Early Literacy

http://www.ncbi.nlm.nih.gov/pmc/ articles/PMC3237681/

- Young children should be screened for on-track growth and development, so that developmental issues that may require additional assessment and intervention can be identified early (Halle et al., 2011; Moodie et al., 2014).
- High quality assessment practices with young children include observational, rating scale, and direct-testing measurement methods (Halle et al., 2011; National Research Council, 2008).
- To be of benefit, assessments of young children must be reliable and valid measures of the skills or behavior they are intended to measure (Lonigan, Allan, & Lerner, 2011; National Research Council, 2008).
- Classroom-based assessments of children's learning progress are of optimal value when the results of these assessments are used by teachers to inform instructional decision-making, such as for grouping of children, pacing of instruction, and refinement of teaching practices (Greenwood et al., 2011; National Research Council, 2008).

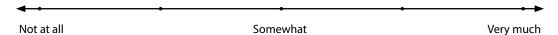
5.	Is this category being chosen for our Improvement Plan?	Yes	
		No	
	If no, check all applicable reasons for this decision:		
	Recently addressed screening and assessment		
	Would like to, but do not have resources		Г
	We are happy with our current screening and assessment measures and procedures		
	If Yes, think about your Implementation Success Strategies:		
1.	Who needs to be involved to insure a positive change in our screening and assessment protocols procedures? (Do we need approvals?)	and	
2.	What is our timeline for addressing screening and assessments?		
_			
3.	What resources will be allocated to this process?		
Exa for	our steps to success camples of actions that can be taken to improve this area are: professional development opporture staff regarding screening and assessment tools; selection of screening and assessment tools that the purpose for which they will be used; staff participation in the Floridation and Developmental Standards training and in trainings specifically related to the VPK Asset.	at are a Early	
	Identify your four key steps in the process of addressing screening and assessment		
	Steps Evidence of progress Evidence of suc	cess	
1.			
2.			
3.			
4.			
O:	ther Resources		
	PK Assessment Information ttp://www.flvpkonline.org/teachertoolkit/assessment/index.htm		
	ational Research Council Early Childhood Assessment Report (Snowetal., 2008) https://www.acf.hhs.gov/sites/default/files/opre/early_child_assess.pdf		
	earning from Assessment Website		

 $\underline{\text{http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing\%20Assessment/Ifa.html\#welcome} \\$

Family Involvement

Improvement Plan selection questions:

- 1. Does our program have a family involvement plan that includes, for example, family Yes orientation procedures, modes of regular and ongoing communication, strategies for family support and involvement, etc.? Nο
- 2. What information do we already have on how we are performing in this area? (e.g., What are the participation rates in family events?; What are the results of surveys administered to families?)
- 3. How interested are we in selecting family involvement as a target area for our Improvement Plan?



If we decide to select family involvement as an improvement strategy, how will we engage families and train teachers?

Where can we access relevant information on family involvement?

Center on School, Family, and **Community Partnerships** http://www.csos.jhu.edu/p2000/center.

Florida Office of Early Learning: Family **Engagement Resources** http://www.floridaearlylearning.com/

parents/parent r esources/family engagement.aspx

Harvard Family Research Project http://www.hfrp.org/familyinvolvement

Head Start Parent, Family, and **Community Engagement** http://eclkc.ohs.acf.hhs.gov/hslc/ttasystem/family

The National Center for Family and **Community Connections with Schools** https://www.sedl.org/connections/ resources.html

- Parent and community ties are one of five key ingredients essential to school improvement efforts and student success (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).
- There is a positive link between family engagement and children's literacy, math, and social-emotional skills (Van Voorhis, Maier, Epstein, & Lloyd, 2013).
- Both program resources and family resources contribute to a partnership that leads to high family engagement and positive child and family outcomes (Halgunseth, Peterson, Stark, & Moodie, 2009).
- The capacities of both staff and families must be developed for effective partnerships (Mapp & Kuttner, 2013).

5.	Is this category being chosen for our Improvement Plan?	Yes	
		No	
	If no, check all applicable reasons for this decision:		
	Recently updated family involvement plan		
	Would like to, but do not have resources		
	We are happy with our current levels of family involvement		
	If Yes, think about your Implementation Success Strategies:		
1.	Who needs to be involved to insure a strategic and intentional family involvement plan is develowee need approvals?)	oed? (Do
2.	What is our timeline for improving family involvement?		
3.	What resources will be allocated to this process?		
Fo	our steps to success		
	amples of actions that can be taken to improve this area are: providing professional development opportunity		
	all staff; creating opportunities for parents to participate in the program; sharing of information with prough meetings, conferences, newsletters, or daily notes, creating take home activities or parent lendin		
	Identify your four key steps in the process of improving family involvement	<i>y</i>	
	Steps Evidence of progress Evidence of suc	cess	
1.			
2.			
3.			
4.			
Ot	ther resources		
	amily Engagement Inventory ttps://www.childwelfare.gov/fei/		
	lamboyan Foundation ttp://flamboyan foundation.org/focus/family-engagement/		
	Regional Educational Laboratory for the Pacific Region. (2014). <i>Toolkit of resources for engaging parents o</i> Community as partners in education: Parts 1-4. Honolulu, HI: McREL International. Retrieved from http://re		.

Summary of Self-Study Planning and Reflections

On this page, indicate the selections made by the self-study team regarding the target areas you intend to include on your Improvement Plan:

Target area		Selected?				
Administrative and Management Practices	Yes		No			
Developmentally Appropriate Curricula	Yes		No			
Classroom Learning Environment	Yes		No			
Social-Emotional Interactions Among Prekindergarten Instructors and Children	Yes		No			
Child Developmental Screenings and Assessments	Yes		No			
Family Involvement	Yes		No			
Have we						
Submitted our official Improvement Plan?	Yes		No			
Received approval of our Improvement Plan?	Yes		No			
Initiated action on our First Target Area?	Yes		No			
Initiated action on our Second Target Area?	Yes		No			

